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| **Standard I:**  **Curriculum, Planning, and Assessment** | **Standard II:**  **Teaching All Students** | **Standard III:**  **Family and Community Engagement** | **Standard IV:**  **Professional Culture** |
| **A. Curriculum and Planning Indicator**  1. Subject Matter Knowledge  4. Well-Structured Lessons | **A. Instruction Indicator**  2. Student Engagement  3. Meeting Diverse Needs |  | **A. Reflection Indicator**  1. Reflective Practice |
| **B. Assessment Indicator**  1. Variety of Assessment Methods  2. Adjustments to Practice | **B. Learning Environment Indicator**  1. Safe Learning Environment  2. Collaborative Learning Environment |  |  |
|  | **C. Cultural Proficiency Indicator**  1. Respects Differences | **C. Communication Indicator**  1. Two-Way and Cultrually Proficient Communication | **C. Collaboration Indicator**  1. Professional Collaboration |
|  | **D. Expectations Indicator**  1. Clear Expectations  2. High Expectations |  |  |
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*How to reference parts of the rubric:*

**Indicator terminology:** under the “Teaching All Students**”** Standard (II), the "Instruction Indicator**”** (A) can be referred to as *Indicator II-A*

**Element terminology:** under the Instruction Indicator (A), the Student Engagement Element (2) can be referred to as *Element II-A-2*

***Standard I: Curriculum, Planning, and Assessment.*** *The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.*

**Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.**

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| **I-A. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-A-1.  Subject Matter Knowledge | Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject. | Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject. | **Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.** | Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element. |
| I-A-4.  Well-Structured Lessons | Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class. | Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping. | **Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.** | Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student’s needs. Is able to model this element. |

**Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.**

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| **I-B.**  **Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-B-1.  Variety of Assessment Methods | Administers only the assessments required by the school and/or measures only point-in-time student achievement. | May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards. | **Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student’s learning, growth, and progress toward achieving state/local standards.** | Uses an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning, growth, and progress toward achieving state/local standards. Is able to model this element. |
| I-B-2.  Adjustment to Practice | Makes few adjustments to practice based on formal and informal assessments. | May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings. | **Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.** | Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element. |

***Standard II: Teaching All Students.*** *The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.*

**Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.**

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| **II-A.**  **Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-A-2.  Student Engagement | Uses instructional practices that leave most students uninvolved and/or passive participants. | Uses instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants. | **Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.** | Consistently uses instructional practices that typically motivate and engage most students both during the lesson and during independent work and home work. Is able to model this element. |
| II-A-3.  Meeting Diverse Needs | Uses limited and/or inappropriate practices to accommodate differences. | May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences. | **Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.** | Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element. |

**Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.**

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| **II-B.**  **Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-B-1.  Safe Learning Environment | Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students’ learning. | May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students’ learning. | **Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.** | Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element. |
| II-B-2.  Collaborative Learning Environment | Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective. | Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups. | **Develops students’ interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.** | Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice. |

**Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students’ diverse backgrounds, identities, strengths, and challenges are respected.**

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| **II-C.**  **Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-C-1.  Respects Differences | Establishes an environment in which students demonstrate limited respect for individual differences. | Establishes an environment in which students generally demonstrate respect for individual differences | **Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others’ differences related to background, identity, language, strengths, and challenges.** | Establishes an environment in which students respect and affirm their own and others’ differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this practice. |

**Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.**

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| **II-D. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-D-1.  Clear Expectations | Does not make specific academic and behavior expectations clear to students. | May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them. | **Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.** | Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element. |
| II-D-2.  High Expectations | Gives up on some students or communicates that some cannot master challenging material. | May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability. | **Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.** | Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students’ misconceptions about innate ability. Is able to model this element. |

***Standard III: Family and Community Engagement.*** *The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.*

**Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.**

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| **III-C.**  **Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| III-C-1 & 2  Two-Way & Culturally Proficient Communication | Rarely communicates with families except through report cards. Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully. | Relies primarily on newsletters and other one-way media. May communicate respectfully and make efforts to take into account different families’ home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences. | **Regularly uses two-way communication and communicates  respectfully, demonstrating understanding of and sensitivity to different families’ home language, culture, and values.** | Regularly uses two-way communication and communicates  respectfully, demonstrating understanding of and sensitivity to different families’ home language, culture, and values**.** Is able to model this element. |

***Standard IV: Professional Culture.*** *The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.*

**Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.**

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| **IV-A. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| IV-A-1.  Reflective Practice | Demonstrates limited reflection on practice and/or use of insights gained to improve practice. | May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice. | **Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.** | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element. |

**Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.**

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| **IV-C. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| IV-C-1.  Professional Collaboration | Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning. | Does not consistently collaborate with colleagues in ways that support productive team effort. | **Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.** | Supports colleagues to collaborate in areas such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. Is able to model this element. |